DOCUMENT RESUME

ED 202 936 UD 021 377

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TITLE Project ABLE: Achievement Through Bilingual Education. ESEA Title VII. Theodore Roosevelt High School. Final Evaluation Report, 1979-80.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
BUREAU NO 5001-42-07621
PUB DATE 80
NOTE 64p.; New York State Chapter 720. Project 5001-42-08407. For related documents, see ED 199 368-375, ED 200 693-705, UD 021 377-378, UD 021 380-381, UD 021 383-386, UD 021 436, and UD 021 446-452.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Achievement Gains; *Bilingual Education; Curriculum Development; English (Second Language); Guidance; High Schools; Italian; *Program Effectiveness; Program Evaluation; Spanish; Spanish Speaking; Staff Development
IDENTIFIERS *Elementary Secondary Education Act Title VII; Limited English Speaking; New York (Bronx); *Project ABLE

ABSTRACT

This is the evaluation of the fifth year of a bilingual education project carried out at Theodore Roosevelt High School, Bronx, New York. The program provided instructional and counseling services to three hundred Spanish dominant and thirty Italian dominant students, toward the goal of mainstreaming them into the regular instructional program. This report describes various aspects of the bilingual program, including the instructional process (native language and English), curriculum development, supportive services, staff development and parent/community involvement. Detailed data on student achievement in English and native language arts, mathematics, social studies, and science are also provided. The program is concluded to have been a success in both its instructional and noninstructional goals. (GC)

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FINAL EVALUATION REPORT

THEODORE ROOSEVELT HIGH SCHOOL

PROJECT ABLE: ACHIEVEMENT THROUGH BILINGUAL EDUCATION

ESEA TITLE VII

PROJECT 5001-42-07621

NYS CHAPTER 720

PROJECT 5001-42-08407

1979-1980

NEW YORK CITY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL EVALUATION

U.S. DEPARTMENT OF EDUCATION
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1979-1980

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PROJECT ABLE: ACHIEVEMENT THROUGH BILINGUAL EDUCATION

THEODORE ROOSEVELT HIGH SCHOOL

Location: 500 East Fordham Road
Bronx, New York

Year of Operation: 1979-1980, fifth year

Target Languages: Spanish and Italian

Number of Participants: 300 Spanish students
30 Italian students

Principal: Phillip Lefton

Assistant Principal: Laraine Marcus Pacheco

Project Director: Carmen Miranda

Demographic Context

Theodore Roosevelt High School is located on Fordham Road in the Bronx, directly opposite Fordham University's main campus and northeast of the Bronx Zoo and Botanical Gardens. From this point to the southern tip of the Bronx the area is known as "the devastated South Bronx." The immediate school area was called Fordham when white and middle income. Now the appellation South Bronx has extended to include the areas of unemployed, poor Blacks and Hispanics in and near "the huge tracts of abandoned, burned-out apartment houses, along with its high rates of crime, and infant mortality and severe poverty" that have earned the South Bronx the "reputation as the epitome of urban decay" (Michael Goodwin, New York Times, July 20, 1980).

Theodore Roosevelt High School is officially designated as a Title I school by the New York City Board of Education, indicating a majority of poverty level students. In addition, 90% or 703 of the 781 students of

limited English proficiency qualify for Free Lunch. It is thus clearly demonstrated that bilingual education at Theodore Roosevelt benefits students from low income families.

In 1979-1980, students entering Roosevelt came from six feeder intermediate and junior high schools in community school districts 9 and 10, as well as from Queens, Brooklyn and other high schools in the Bronx. Four of the six feeder schools have grades 7-9, one has K-9, and one has only 7-8. Students therefore enter the program at different times. In 1980 there were two articulation meetings at which ABLE staff teachers, grade advisor and guidance counselor explained the program to the staff of the feeder schools.

Roosevelt High School is located in an area in which many newcomers to the country settle and receive over-the-counter admissions. Of the present school enrollment of 3,876, 62-65% are Hispanic--Puerto Ricans, Dominicans, Ecuadorians and others. Italians, Laotians, Vietnamese and Chinese are other native language groups represented at Roosevelt. These new admissions illustrate the need for a bilingual program to insure academic survival. Students enter the program with widely different academic experiences. For example, some of the students served by the ABLE program have had very limited academic backgrounds and have been placed in high school only because of their age. A few students were in bilingual programs in junior high school, and at least one of this year's graduates attended bilingual classes in elementary, junior high and high school.

TABLE I

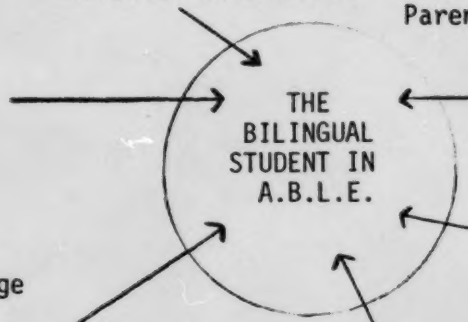
Overview of Project ABLE

TITLE VII

Project Director

Non-Instructional Staff

Curriculum Development: 2 ESL Teachers & 1 Bilingual Biology Teacher
Supportive Services: 1 Guidance Counselor & 1 Family Assistant
Staff Development: University courses
ESL Workshop
In-service course
Parental Involvement: 4 Per Session Teachers for ESL classes
Parent Advisory Board



TAX LEVY

Administration:
Assistant Principal

Instruction:
6 Spanish Native Language
Teachers

TAX LEVY & CHAP. 720

Instruction:
2 Bilingual Math Teachers
2 Bilingual Social Studies
Teachers
2 Bilingual Science Teachers

TITLE I

English as a Second Language:
4 Teachers

PSEN

English as a Second Language:
3 Paraprofessionals

ASPIRA
Talent Search
P.R. Forum

College/Vocational Assistance:
3 persons once a week

Program Description

History. In 1974, Theodore Roosevelt had a small pilot bilingual program. The following year, the school welcomed a new principal and its first Title VII funds and staff. Four separate assistant principals and the project director worked with the program. The three assistant principals in charge of math, science and social studies each hired and supervised two bilingual teachers in their content area. In addition, a fourth assistant principal supervised ESL, Native Language Arts and Title VII.

Many problems and conflicts in scheduling occurred. The 1976-1977 and 1977-1978 evaluation reports recommended that the program be centrally coordinated and integrated. Schedules prepared in June 1978 caused only 60-100 students to take full 8-period programs in September, while 240 students had partial programs. One student went a half a term with no math.

In February 1979, the decision was made to coordinate ESL, foreign languages and the bilingual program under one assistant principal. Because of the paperwork required by Title I funding, ESL was placed in the hands of a teacher/coordinator who is in turn supervised by the assistant principal. There was a turnover of 6 staff teachers, 2 excessed, 2 let go because of insufficient knowledge of Spanish, and 2 transferred out.

The Title VII director and the assistant principal together hired fully bilingual staff replacements and coordinated schedules so that all students had a full 8-period program. When the Title VII director left in the spring to become assistant principal of another school, one of

Roosevelt's tax levy teachers with 10 years' experience at the school and several years with ABLE was appointed its third director. The program is now perceived as being more successful and as having a more cohesive staff. There is a good esprit de corps within the program, which is located together on the fourth floor of the school. There is greater mutual respect between the program staff and the mainstream staff.

The ABLE staff has demonstrated the ability to modify and revise the bilingual program in the best interests of its students and staff and in keeping with the objectives of the program. It is clear that the school administration and staff have a real commitment to the success of the bilingual program. When Title VII funding ends, the staff will be absorbed by tax levy funds.

As of September 1979, through tax levy monies 140 additional students--Laotians, Vietnamese, Chinese and Hispanics--are being served in the bilingual program beyond the Title VII target population of 360 students. The Bilingual Resource Center provides a Chinese and Vietnamese staff person weekly.

Roosevelt High School has submitted a new proposal for federal assistance under Title VII. If approved, Roosevelt will be offering not only a tax levy and Title I supported academic bilingual program, but also a High School Equivalency Program and a College Career Orientation Program. Named S.U.C.C.E.S.S. (Striving Upward through College and Career Education for Spanish Speakers), this program will retrieve drop-outs through a high school equivalency program, train potential drop-outs in basic skills, and

give intensive college and career orientation to LEP students in all sections of the bilingual program.

Philosophy. The philosophy of ABLE encourages and makes it possible for students to learn in their native languages while in the process of learning English as a second language--a transitional philosophy. For example, students who have not learned math concepts in their native language study math in Spanish. The few Vietnamese, Chinese and Hispanic students who have learned math concepts previously go right into math classes in English. For the most part, students also improve their native language abilities in this program.

The strategies used to prepare students to move into classes with their English dominant peers are the following:

1. All course offerings in the bilingual content areas are identical to those offered in the mainstream. Consequently it is possible for a student to study Biology I in Spanish and take Biology II in English.
2. Bilingual math, science and social studies courses introduce English cognates as an integral part of the program in order to give students the specialized vocabulary of the content areas.
3. Upper level ESL reading classes include reading in the content areas.
4. Bilingual texts and materials are available at most levels of instruction.
5. Student achievement in certain areas (ninth year math, history, English) is ultimately measured by the same instruments as their mainstream counterparts (Regents exams).
6. Guidance and scheduling are utilized to insure students meet New York City diploma requirements in the four years normally alloted to such an achievement.

Organization and Structure. The Title VII staff of Project ABLE consists of the following personnel:

1 Project Director supervised by the Assistant Principal for Bilingual Education/Foreign Language;

4 Per Session positions for teachers of ESL in the evening program;

2 Resource Teachers

3 Educational Assistants,

1 Secretary,

1 Family Assistant,

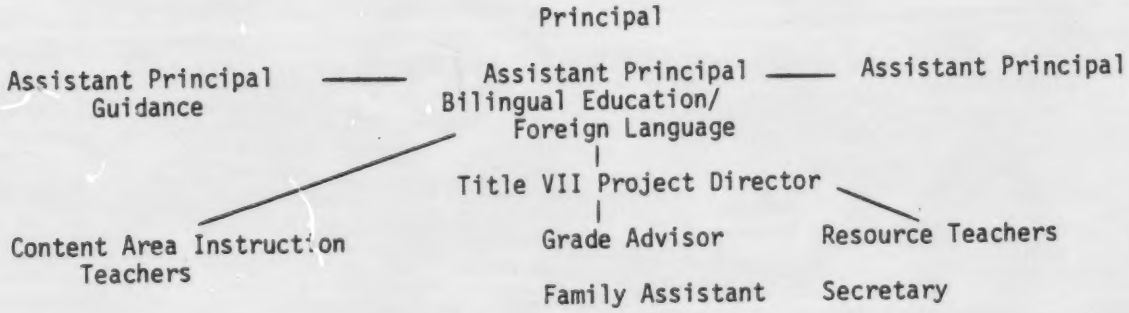
1 Grade Advisor, all supervised by the Title VII Director.

Table II presents an administrative chart of the personnel involved in the bilingual program.

TABLE II

Personnel Chart

Theodore Roosevelt High School



Instructional Component

The following criteria are used for determining students' entry into ABLE and for assembling individual programs for these students:

1. The Language Assessment Battery (LAB) determines eligibility for the program, and the Aspira Consent Decree mandates its use in determining student participation.
2. Recommendations of the feeder schools are consulted.
3. ABLE project developed examinations are used at the beginning of the term to measure achievement in the content areas of math, social studies and science.
4. a) Reading ability in English is measured by the Nelson Reading test administered twice yearly, in the fall and the spring.

   b) Reading ability in Spanish is measured by the Prueba de Lectura in the fall and spring.

   c) Reading ability in Italian is measured by teacher made tests and by materials from the city-wide Italian as a Foreign Language program.
5. The New York City Language Fluency scale is used to measure language fluency in English.
6. The Criterion Referenced English Syntax Test (CREST) is used to measure the students' growth in mastery of syntactical skills in English.

Students range from above average students with good command of the native language but limited proficiency in English to those who are illiterate in both the native language and in English.

The criteria used to identify students who have achieved English proficiency and to mainstream these students partially or fully are:

1. A LAB score at or above the 21st percentile;
2. successful completion of the ESL sequence--double periods of ESL during the 9th and 10th grades, and one period for half of the 11th term;
3. score on the Standardized English Reading Test;
4. evaluation of school records;
5. mastery of English skills as measured by the CREST.

Throughout the year as students gradually become more proficient in English they begin to take some of their subjects in English until eventually they are integrated with mainstream students.

Parents are involved in the decision to mainstream students partially or fully. The range of responses of parents notified of mainstreaming is from amenable to indifferent to resistant. Of the students, 75% are amenable, 20% are indifferent and 5% are resistant. During the school year 1979-1980, 32 ABLE students were fully mainstreamed.

When students are fully mainstreamed there is a follow-up in guidance and an evaluation of the records by both the mainstream and bilingual staff. A continual school wide testing program enables the school to identify any special educational needs of the students, and courses designed to meet those needs (e.g. reading or math) are available to them. Guidance and college advisory services provide continuity to the guidance services provided by the bilingual program. There is also a student tutoring service at the disposal of all students.

Students in the ABLE program receive individualized programs and for that reason no one schedule holds true for all. However, the following typical schedule provides a general picture of the instructional sequence for the bilingual student in the ABLE program:

Grade 9	Language Instruction	Periods per Week
1. ESL Levels I-II	English	15
2. Latin American Studies	Spanish	5
3. General Science I-II	Spanish/Italian	5
4. Mathematics	Spanish	5
5. Native Language	Spanish/Italian	5
6. Physical Education	English	5
Grade 10		
1. ESL Level III	English	15
2. ESL Level IV	English	10
3. World History I-II	Spanish/Italian	5
4. Biology I-II	Spanish/Italian	5
5. Mathematics	Spanish	5
6. Native Language	Spanish/Italian	5
7. Physical Education	English	5
Grade 11		
1. ESL Level V	English	10
2. Regular English & Reading	English	10
3. American History I and Economics	Spanish/English	5
4. Mathematics or Chemistry	English/Spanish	5
5. Native Language	Spanish/Italian	5
6. Typing I-II or Electives	English/Spanish	5
7. Physical Education	English	5
Grade 12		
1. Regular English/Reading	English	10
2. American History II	English	5
3. Mathematics or Chemistry	English	5
4. Native Language	Spanish/Italian	5
5. Music/Art	English	5
6. Typing I-II or Electives	English/Spanish	5
7. Physical Education	English	5

The Instructional Process. Theodore Roosevelt High School offers two basic approaches to the cognitive and academic needs of students of Hispanic backgrounds, one approach for recent immigrants and another for students who are limited English dominant. The first group is offered an intensive ESL sequence plus content area instruction in Spanish. The second group of students take ESL Reading courses and receive content area instruction in either language, depending on the course and each individual student's level of proficiency in English.

Funding of the Instructional Component. Table III shows an overview of the personnel and funding sources involved in the instructional component of the ABLE program.

TABLE III

Instructional Component by Funding Source

(Spanish Language except where noted)

Instructional Component	Funding Source	Number of Personnel Teachers	Paras
ESL	Title I PSEN	4	3
Reading (English)	Tax levy	4	
Native Language	Tax levy	6	
Math	Chap. 720 Tax levy Title VII	2 - -	.2 - 1
Social Studies	Chap. 720 Tax levy Title VII	2 - -	.4 - 1
Science	Chap. 720 Tax levy Title VII	2 (Italian) - -	.4 - 1
Resource Teachers	Title VII	2 (1 Italian)	
Administration & Supervision	Tax levy	Assistant Principal	
	Title VII	Project Director	

English Instructional Program.

All students served by the Title VII program receive intensive instruction in English as a Second Language while at the same time reinforcing their native language skills via specialized instruction in Spanish or Italian language arts and content areas.

ESL is offered on five levels. Students are placed in the appropriate level on an individual basis when they enter the program. All ESL courses emphasize four language skills (listening, speaking, reading and writing). The upper level classes are transitional and are geared to moving the student into regular English classes. As students progress and successfully complete the last two levels of the sequence, they begin to take some of their content area courses in English.

Table IV shows the sequence of courses in the English language instructional component of the ABLE program. All courses are taught in English 100% of the time.

TABLE IV

English Instructional Program

Subject	No. of Classes/ Class Register	Hours Per Week	Numbers of: Teachers	Paras	Curriculum in Use
ESL 1	2/25	10	.8		1. Lado Book Series 1-5
ESL 2	3/25	10	1.2		
ESL 3	3/25	10	1.2	3	2. Teacher made materials
ESL 4	2/25	5	.4		
ESL 5	3/25	5	.6		1. Textbooks and Workbooks
ESL 1R	2/34	5	.4		
ESL 2R	2/34	5	.4		
ESL 3R	2/34	5	.4		2. Teacher developed materials
ESL 4R/4AR	4/34	5	.8		
ESL 5R/5AR	4/34	5	.8		

Native Language Instruction. All Spanish-dominant students entering the program take an introductory course in fundamentals of Spanish grammar and composition designed to help them in ESL and content areas. Further native language study includes reading, writing and literary analysis and students are programmed on a highly individualized basis. Italian-dominant students study Italian native language arts.

Table V shows the range of courses in Native Language Arts in the ABLE program. Instruction is in the native language 100% of the time.

TABLE V

Native Language Instruction

Subject	No. of Classes/ Class Register	Language of Instruction	Periods Per Week	Teachers
Span. NLA	1/20	Spanish	10	.2
Span. LSG	2/34	Spanish	5	.4
Span. 3S	2/34	Spanish	5	.4
Span. 4S	2/34	Spanish	5	.4
Span. 5S	1/34	Spanish	5	.2
Span. 6S	2/34	Spanish	5	.4
Span. 7S	1/34	Spanish	5	.2
Span. 8S	1/34	Spanish	5	.2
Span. AP	1/30	Spanish	5	.2
* Italian 1-6	2/34	Italian	5	.4

Content Area Instruction. The ABLE program offers its students content area courses that are identical to those offered in the mainstream. Table VI shows the content area courses offered in the ABLE program. All courses meet five periods per week.

Instruction in the students' native culture is provided through the Latin American Culture/History course and is incorporated into the native language arts courses.

In 1979-1980, four students diagnosed as having learning disabilities were placed in other schools. Five others are awaiting assessment.

TABLE VI

Bilingual Courses:

Content Area Instruction

Subject	No. Class/ Class Register	Language (s) Of Instruction	Used For What % Of Class Time	Staffing: Numbers Of: Teachers	Paras	Curriculum in Use
Amer. History	1-30	Spanish	100%	.2	1.4	1. Materials adopted from content area curriculum in English 2. Teacher-made materials
Lat. Amer. History	3-33	Spanish	100%	.6		
World History	5-34	Spanish	100%	1.0		
Economics	1-30	Spanish	100%	.2		
General Science	5-34	Spanish	100%	1.0	1.4	
Bio. & Lab.	4-34	Spanish-English	80%-20%	.8		
Algebra	4-30	Spanish	100%	.8	1.2	
Gen. Math.	3-30	Spanish	100%	.6		
Math. Skills	3-30	Spanish	100%	.6		
Bio. & Lab.	1-20	Italian-English	80%-20%	.2		

Mainstream Courses. Depending upon proficiency in English, ABLE students take courses along with mainstream students. During 1979-1980, the following mainstream courses were taken by bilingual program students. All courses meet for five periods a week.

TABLE VII

Mainstream Courses

Subject	Number of Students
World History	12
American History 2	13
General Science	13
Biology	7
Chemistry	7
Algebra	5
Geometry	5
Math. Trig.	13
Calculus	4
English 4, 5, 6, 7	30
Reading	38
Art	19
Music	18
Typing	9
Gym	200

All students receive instruction in Art, Music, and Physical Education with the general school population, with instruction in English.

Non-Instructional Component

Table VIII provides an overview of the non-instructional component of Project ABLE by funding source and personnel involved.

TABLE VIII

Non-Instructional Component by Funding Source

Activity	Funding Source (s)	Personnel Providing Services
Curriculum Development	Title VII	2 ESL Teachers 1 Bilingual Biology Teacher
Supportive Services	Title VII	1 Guidance Counselor
	Aspira	College/Vocational Counselor
	Puerto Rican Forum	College/Vocational Counselor
Staff Development	Title VII	NYC Universities Workshops: ESL and Silent Way In-Service Course
Parental Involvement	Title VII	4 Resource Teachers 1 Family Assistant

Curriculum Development. Project ABLE has developed curriculum materials in use in social studies, science, math and native language arts courses. In particular, Roosevelt High School offers one of the most comprehensive programs in Spanish in New York State, and the school often serves as a resource to other schools in this area.

During 1979-1980 Project ABLE staff developed an ESL curriculum and bilingual biology lab exercises. The biology lab exercises are available in

Italian and Spanish. The ESL curriculum and biology lab exercises will be in classroom use in 1980 - 1981.

Supportive Services. The supportive services offered are an important part of the ABLE program. During 1979-1980, the family assistant made 100-150 home visits to the families of program students. These visits were made to promote school-family relationships and to improve attendance and scholastic achievement. Home visits are made at the referral of the teacher, counselor or project director. Most often they are made to deal with problems of attendance or cutting classes, but also for problems of discipline or low achievement. Attendance is monitored by a computer print-out available every Monday for the previous week. When a student is absent, a home call or visit is made and a letter sent to parents. The student is also called in for a conference. The staff knows the student population and can note immediately patterns of absence or cutting. This process of immediate attention to problems of absence is undoubtedly related to the extremely high rates of attendance of ABLE program students (see section on the affective domain).

The bilingual guidance counselor provided programming and general career guidance for all 360 students in the program. In addition, Aspira and the Puerto Rican Forum provided three persons once a week to work with the members of the junior class on applications for college, occupational and vocational schools. Aspira provided one person a half day once a week and a counselor monthly, and the Puerto Rican Forum provided personnel two days a week for this work.

Staff Development. The majority of staff members in the ABLE program are permanent staff teaching content areas for which they have been trained and licensed. ABLE teachers have been in education and at Roosevelt High School an average of five to seven years.

During 1979-1980, ABLE staff were involved in several staff development activities with the objective of improving their individual skills and the quality of education in the program. Table IX shows the university courses taken by ABLE staff during 1979-1980.

TABLE IX

Staff Development: University Training

Staff Member (s)	Course (s)	University or College
Project Director	Curriculum Development Administration	City College of New York
Guidance Counselor	Counseling (fall & spring)	Lehman College
Teacher	Workshop on Bilingual Material Development	Hunter College
Teacher--Math	Spanish	Teachers College, Columbia University
Resource Teacher	Seminar in Spanish	Fordham University
Teacher-Bilingual Math	Computers & Information Systems	Fordham University
Teacher--Bilingual Biology	Counseling - 2 courses	City University

In addition to university training, ABLE staff took part in two three-day workshops dealing with alternative means of providing language instruction in the classroom. One of these workshops dealt with a method of teaching a foreign language called "The Silent Way;" the other was an ESL workshop.

Besides these staff development activities, monthly departmental meetings are held for all bilingual staff. These meetings commonly include a presentation as well as administrative issues. One such presentation included an introduction to and demonstration of the Cloze Method for the teaching of reading in the content areas. Another meeting included demonstration lessons offered by one of the ESL teachers.

In addition, regular school staff meetings are held, one of which was a staff conference on bilingual education. In this way, the entire school staff has been made aware of some of the significant issues in the field.

During Regents Week in January, four teachers met in school and after school hours for an ESL in-service course open to anyone on the general staff who was interested in the area. The teachers spent a total of 38 hours on this in-service course.

Parental and Community Involvement. Parental involvement is an important objective of the ABLE program. The family assistant made nearly 150 home visits during 1979-1980 with the intention of improving school-home relations. Other means of getting parents involved in their children's education are letters and telephone calls. Because of a lack of funds, the 140 additional students who are being provided with bilingual programming through tax levy monies cannot benefit from these supportive services, and home visits and phone calls are not available for them.

Project ABLE has an established and successful parent education program. By parental demand, ESL instruction has expanded from two to four classes. These classes are taught by four Resource Teachers and involve 75 parents. Second language instruction is especially important for the

parents of LEP children; their success can be a significant example for their children's ability to handle two languages.

The Parental Advisory Committee consists of six parents, two students and two teacher representatives. The committee meets monthly to review the program and makes suggestions and recommendations.

Among the means of increasing community awareness of the ABLE program is an excellent trilingual newsletter which conveys information about bilingual education and about the ABLE program, as well as providing students with a forum for expressing their ideas and feelings (see Appendix).

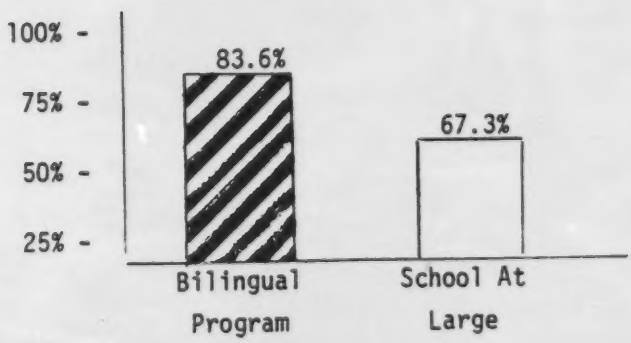
Student Response

Many indicators point to the success of the ABLE program in helping its students become involved and active participants in their education. In addition to the bilingual newsletter, Roosevelt has an active Hispanic Unity Club with 250 members and an Italian Club with 35 members.

Attendance is considered to be an accurate indicator of student response. The folowing bar graph shows a comparison of average attendance rates of students in the bilingual program with those in the school at large during 1979-1980.

TABLE X

Student Attendance Comparison



In June, 1980, 60 students from the bilingual program graduated from Theodore Roosevelt High School. Bilingual Program students were the recipients of the following awards:

-- Three City Merit scholarships
-- Medal of the New York City Association of Foreign Language Chairmen to the outstanding graduate of the bilingual program
-- Three Certificates of Honor in Spanish from the New York City Board of Education
-- $100.00 Bond from the Columbus-Esca Alliance for excellence in the study of the Italian language
-- Two $50.00 Bonds from the Columbia Association of the New York City Board of Education for the study of the Italian language and participation in extra-curricular activities
-- Haney Medal of the Metropolitan Museum School Art League of New York City
-- Stony Brook scholarship for Computer Science
-- Two Physical Education Service Awards
-- Physical Education Award for Outstanding Achievement in Varsity Sports

A bilingual student graduated seventh of the top ten graduates of Roosevelt High School. For graduation 1981, it is anticipated that there will be five bilingual program students in the top ten category and fifteen in the top 50 students.

Findings

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English Language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	--	Criterion Referenced English Syntax Test (Crest)
Oral Language Ability in English	--	Oral Language Ability Rating Scale
Reading in Spanish	--	Inter-American Series: Prueba de Lectura
Mathematics Performance	--	Teacher-made tests
Science Performance	--	Teacher-made tests
Social Studies Performance	--	Teacher-made tests
Native Language Arts Performance	--	Teacher-made tests
Attendance	--	School and program records

The following analysis were performed:

A) On pre/post standardized tests of reading achievement statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on summary statistics using the procedure recommended by Cohen.[1] An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical anaylsis is small. Similarly, statistically significant differences often are not educationally meaningful.

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

C) For the New York City Oral Language Ability Rating Scale, the total number and percent of students improving at least one scale level is compared to the criterion set by the program, which stipulated that 60% of the students will demonstrate growth of one level or more. As the intervals are not of equal difficulty on the Oral Language Ability Rating Scale, the results are presented by scale level as well as by grade.

D) The results of the criterion referenced tests in mathematics, social studies, science and native language arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants (60% passing).

E) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE XI

English as a Second Language

Spanish Speaking Students

Fall

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered. Percent Mastered, and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	106	8.9	4.5	51%	3.0	1.5
10	66	8.9	4.4	49%	3.1	1.4
11	27	8.4	4.7	56%	3.1	1.5
Totals	199	8.8	4.5	51%	3.1	1.5

*Instructional time between pre- and post-testing

Fall CREST testing results of Spanish speaking students showed a high similarity among grades for total objectives attempted, percent mastered and objectives mastered per unit of instructional treatment. Students in all grade levels mastered approximately half of the objectives attempted. In addition, approximately 1.5 objectives were mastered for each month of instruction on the average for each grade level.

TABLE XII

English as a Second Language

Spanish Speaking Students

Fall

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	106	483	203	42%	441	261	59%	16	11	69%
10	66	198	103	52%	363	178	49%	28	12	43%
11	27	20	18	90%	189	101	53%	18	9	50%
Totals	199	701	324	46%	993	540	54%	62	32	52%

The Fall CREST testing results of Spanish speaking students when broken down by grade and test levels revealed that students in all grades were functioning on the first two test levels primarily. Students in grade 9 mastered from 42% to 69% of the attempted objectives. Grade 10 students mastered from 43% to 52% of attempted objectives, and grade 11 students mastered from 50% to 90% of the objectives they attempted.

TABLE XIII

English as a Second Language

Spanish Speaking Students

Spring

Results of the Criterion Referenced English Syntax Test (CREST) Reporting the Number of Objectives Mastered, Percent Mastered, and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	97	7.1	3.8	54%	2.6	1.5
10	58	7.6	4.1	54%	2.8	1.5
11	18	6.4	3.6	56%	3.1	1.2
Totals	173	7.2	3.9	54%	2.8	1.4

*Instructional time between pre-and post-testing

The Spring CREST testing results of Spanish speaking students for combined test levels revealed greater than 50% mastery rates in each grade. Students mastered greater than one full language objective for each month of instructional treatment on the average.

TABLE XIV

English as a Second Language

Spanish Speaking Students

Spring

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	97	341	181	53%	207	105	51%	138	87	63%
10	58	113	58	51%	221	135	61%	107	45	42%
11	18	9	8	89%	36	22	61%	71	35	49%
Totals	173	463	247	53%	464	262	56%	316	167	53%

The Spring grade by test level breakdown for the CREST of Spanish speaking students showed a clear and direct relationship between grade level and the level of test on which students were functioning. On the whole, students mastered greater than 50% of objectives attempted.

TABLE XV

Oral Language Ability

Expressive Mode

Number and Percentages of Hispanic Students Advancing One Level or More in the Expressive Mode of the Oral Language Ability Rating Scale, by Initial Scale Rating and Grade.

Initial Scale Rating	A	B	C	D	E	F	Total Mastery By Grade +/- %
Grade 9		N = 1 P = 1 (100%)	N = 52 P = 9 (17.3%)	N = 42 P = 27 (64.3%)	N = 29 P = 16 (55.2%)	N = 44 P = 25 (56.8%)	N = 168 P = 78 (46.4%)
10			N = 2 P = 2 (100%)	N = 56 P = 43 (76.8%)	N = 24 P = 13 (54.2%)	N = 3 P = 3 (100%)	N = 85 P = 61 (71.7%)
11		N = 1 P = 1 (100%)	N = 2 P = 2 (100%)	N = 19 P = 13 (68.4%)	N = 5 P = 5 (100%)		N = 27 P = 21 (77.7%)
Total Mastery By Level		N = 2 P = 2 (100%)	N = 56 P = 13 (23.2%)	N = 117 P = 83 (70.9%)	N = 58 P = 34 (58.6%)	N = 47 P = 28 (59.6%)	N = 280 P = 160 (57.1%)

N = Number of cases
P = Number passing

In the expressive mode, the percentage of 9th graders improving one scale level from pre-test to post-test ranged from 17.3% at level C to 64.3% at level D (the one case at level B being of questionable validity). Students on levels D, E, and F achieved rates of growth above or close to the criterion level (that 60% of the students would improve one level or more on the Oral Language Ability Rating Scale). That so few students improved beyond level C may be expected, as that level represents considerable

TABLE XV

(continued)

fluency in English (see Appendix for a copy of the scale).

Tenth graders achieved rates of success ranging from 54% at level E to 100% at levels F and C. For the latter two levels, however, the numbers of students reported are extremely small. If we examine the cells for which more data are available, it appears that 10th grade students on level D achieved a success rate of 76.8%, well above the criterion level. Students on level E came close to the criterion level with a 54.2% success rate.

For the most part, only small numbers of 11th graders are reported, most of whom were successful in this area. One hundred percent of those on level E improved one scale level, and 68.4% of those on level D did also, thus exceeding the program's criterion level.

An examination of the scale itself reveals that the scale intervals (and types of proficiency that define them) are not equal. The rates of expected progress from one level to another are not symmetrical. It may be expected that students who speak little or no English (levels E or F) will progress one scale level within a year of instruction, but that students functioning at a relatively high level (level B, for example) may not reach a higher level in one year. These levels represent degrees of fluency approaching or equalling that of a native speaker of English. It is unreasonable and unrealistic to expect rates of student progress at these levels similar to those of beginning students of ESL. Level A, for example, is unlikely to be achieved by students who have not had extensive exposure to oral and written English. Those who learn English as adults may never achieve it. Level B is also likely to require years of

TABLE XV

(continued)

exposure to English.

The results of Table XV clearly show a pattern of success on the lower levels of the scale, and considerably lower rates of success on levels C and above (wherever the number of reported cases is greater than a few). As a whole, the entire population tested achieved a 57% success rate, close to the criterion level. Those students on levels D, E and F, who would be expected to show higher rates of growth, and they generally did so. Success rates in these cells ranged from 54.2% to 76.8% (small numbers being excluded). The conclusion may be drawn that those students most in need of improvement in English language skills exceeded the program's criterion for success in this area.

TABLE XVI

Oral Language Ability

Receptive Mode

Performance of Hispanic Students in the Receptive Mode of the Oral Language Ability Rating Scale, by Initial Scale Level and Grade

Initial Scale Level	1	2	3	4	5	6	Total Mastery By Grade
Grade 9		N = 32 P = 3 (9.4%)	N = 40 P = 15 (37.5%)	N = 26 P = 17 (65.4%)	N = 29 P = 11 (37.9%)	N = 38 P = 22 (57.9%)	N =165 P = 68 (41.2%)
10		N = 13 P = 3 (23.1%)	N = 27 P = 15 (55.5%)	N = 34 P = 21 (61.8%)	N = 22 P = 10 (45.5%)	N = 3 P = 3 (100%)	N = 99 P = 52 (52.5%)
11		N = 3 P = 1 (33.3%)	N = 7 P = 4 (57.1%)	N = 16 P = 11 (68.8%)	N = 1 P = 1 (100%)		N = 27 P = 17 (63.0%)
Total Mastery By Level		N = 48 P = 7 (14.6%)	N = 74 P = 34 (46.0%)	N = 76 P = 49 (64.5%)	N = 52 P = 22 (42.3%)	N = 41 P = 25 (61.0%)	N = 291 P = 137 (47.1%)

N = Number of cases
P = Number passing

Table XVI indicates that rates of mastery of receptive comprehension skills in English range from 9.4% (9th graders, level 2) to 68.8% (11th graders, level 4). If the cells including fewer than five cases are included, then 8 groups out of 14 achieved mastery rates near or above the 60% criterion level. As in the case of the expressive mode, rates of mastery on the upper

TABLE XVI

(continued)

two levels of the scale are low, indicating the relative difficulty of achieving growth at those levels, while achievement tended to be higher on levels 3 to 6, the lower level of the scale.

Overall, students at Theodore Roosevelt achieved a 47% mastery rate in this area, below the program's criterion level. However, the achievement rates are quite variable, being lowest in the 9th grade and tending to rise overall with grade level. Thus,11th grades surpassed the criterion level (at 63%) while 10th graders achieved a 52.5% rate.

Looking across levels, students tended to experience most success on levels 3, 4 and 6, with those on levels 4 and 6 exceeding the criterion level. Table XVI indicates that students may show increases on the upper levels of the scale more readily in the receptive domain (comprehension) than in the expressive domain.

TABLE XVII

Achievement in Native Language Reading

Spanish Speaking Students

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Reading Achievement of all Spanish Dominant Students with Full Instructional Treatment on the CIA Prueba de Lectura, Level III

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	157	58.4	24.7	67.5	24.6	9.1	.79	7.05	.001	.56
10	88	67.5	27.5	76.4	27.4	8.9	.86	5.66	.001	.60
11	33	91.1	19.7	96.3	19.1	5.2	.91	3.62	.0025	.63

Spanish-speaking students showed highly statistically significant gains in Native Language reading achievement on the CIA Prueba de Lectura, Level III. Gains ranged from 5.2 points in grade 11 to 9.1 points in grade 9. These gains, expressed in standard deviation units, were judged to be educationally meaningful at moderate levels. Thus students demonstrated statistically and educationally significant growth in Native Language reading achievement.

TABLE XVIII

Achievement in Native Language Reading

Italian Speaking Students

Average Scores on Teacher-made Final Exams in

Reading in Italian, Spring 1980 by Grade

Grade	N	Average
9	----------No Data ----------	
10	3	75.0
11	4	83.8

Italian-speaking students in each grade achieved at score levels on final exams in reading in Italian which surpassed the stated mastery objective (60%).

TABLE XIX

Mathematics Achievement

Spanish Speaking Students

Number and Percent of Students Passing

Teacher-Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	138	94	68.1	120	54	45.0
10	75	47	62.7	69	38	55.1
11	23	19	82.6	17	12	70.6
Totals:	236			206		

In the Fall term, the percentage of Spanish speaking students passing teacher-made examinations in mathematics ranged from 62.7 % in grade 10 to 82.6% in grade 11. In Spring, the percent mastering the curriculum ranged from 45% to grade 9 to 70.6% in grade 11. In the Fall, the stated evaluation objective for mathematics was met and substantially surpassed in all grades. In the Spring, students in grades 9 and 10 failed to reach the criterion level.

TABLE XX

Mathematics Achievement

Italian Speaking Students

Number and Percent of Students Passing

Teacher-Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	-------No Data----------			---------No Data----------		
10	3	3	100%	3	3	100%
11	3	3	100%	3	3	100%

In the Fall and Spring, 100% of Italian speaking students passed teacher-made mathematics exams. The stated objective was substantially surpassed.

TABLE XXI

Science Achievement

Spanish Speaking Students

Number and Percent of Students Passing

Teacher-Made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	83	47	56.6	94	48	51.1
10	59	42	71.2	46	34	73.9
11	19	14	73.7	11	10	90.9

In Fall, the percentage of Spanish speaking students demonstrating mastery on teacher-made science exams ranged from 56.6 in grade 9 to 73.7% in grade 11. In Spring, the pass rate ranged from 51% in grade 9 to 90.9 in grade 11. All students except the ninth graders showed pass rates exceeding the stated objective (60%).

TABLE XXII

Science Achievement

Italian Speaking Students

Number and Percent of Students Passing

Teacher-Made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	---------No Data----------			--------No Data----------		
10	3	2	66.7%	3	3	100%
11	4	4	100%	4	4	100%

In Fall, 66.7 % of Italian speaking 10th grade students and 100% of 11th grade students demonstrated content mastery in science. In Spring, 100% of students passed teacher-made science exams. The stated science objective was met and surpassed.

TABLE XXIII

Social Studies Achievement

Spanish Speaking Students

Number and Percent of Students Passing

Teacher-Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	99	56	56.6	94	53	56.4
10	62	41	66.1	57	37	65.0
11	23	20	87.0	26	21	80.8

In Fall, the percentage of Spanish speaking students passing teacher-made examinations in social studies ranged from 56.6% in grade 9 to 87.0% in grade 11. In Spring the percent passing ranged from 56.4% in grade 9 to 80.8% in grade 11. In both Fall and Spring terms, only the 9th graders failed to meet the stated objective (although both groups came close to achieving the 60% passing level).

TABLE XXIV

Social Studies Achievement

Italian Speaking Students

Number and Percent of Students Passing

Teacher-Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	--------No Data----------			----------No Data----------		
10	3	3	100%	3	3	100%
11	4	4	100%	4	4	100%

In Fall and Spring, 100% of Italian speaking students passed teacher-made social studies exams. The stated objective was substantially surpassed.

TABLE XXV

Attendance

Significance of the Difference of

Attendance Percentages of Program Students

in Comparison with the Attendance Percentage of the School

Average School Wide Attendance Percentage: 67.3%

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	P
9	186	81.6	16.0	14.3	12.19	.001
10	102	85.1	15.4	17.8	11.69	.001
11	36	90.1	8.0	22.8	17.12	.001
Total	324	83.6	15.3	16.3	19.18	.001

As seen in Table XXVIII, students at all grade levels had attendance rates which exceeded the school wide average of 67.3% at extremely high levels of statistical significance. The percentage differences, in favor of program students at all grades, ranged from 14.3% in grade 9 to 22.8% in grade 11. The combined group of students had an average attendance rate of 83.6% or 16.3% higher than the school wide attendance. This difference is significant beyond the .001 level of significance. Thus, the stated program attendance objective was met and substantially surpassed.

Conclusions and Recommendations

During the five years of its existence, Project ABLE has undergone continual reorganization in the interests of providing the best educational programming for its students. In the process, the Bilingual/ESL/Foreign Languages Department has generated increasing staff-to-staff and staff-to-student rapport and has achieved a coherent philosophy and policy of bilingual education.

The successes of Project ABLE are impressive. Attendance is high, and the number of students graduating from the program with honors is an accurate measure of its success. In addition, project staff have done a laudable job in providing a program of parent education and encouraging parent involvement through home visits and telephone calls. Bilingual personnel have also made notable achievements in curriculum development and in community involvement through its trilingual newsletter. The following sections present a summary of student outcome data, and recommendations for the future.

Summary of Student Outcomes. In the area of ESL, only Spanish speaking students were tested with the CREST. In both Fall and Spring, the students reported made good gains, averaging around 1.5 objectives per month of treatment, and mastering over 50% of the objectives they attempted, on the average.

Oral Language development among Spanish speaking students as indicated by the rating on the Oral Language Ability Rating Scale showed greater progress in the expressive modality, with over 75% of all students improving one scale level. Mastery was especially strong among students with the least

knowledge of English, as was to be expected; students functioning on the more difficult upper levels of the scale, which approximate the fluency of a native speaker, did not make gains similar to those students who were just beginning to learn English (see the discussion accompanying Tables XV and XVI, and the Recommendations).

In the receptive mode, students tended to make progress on several of the higher levels of the scale, but achieved a lower rate of overall mastery (47%). Nevertheless, an analysis of the results by level again shows that those students with the greatest need--those on the lowest levels of the scale--tended to meet the program's criterion level of 60% mastery.

In the area of reading in the native language, Spanish speaking students demonstrated highly significant gains in achievement on the Prueba de Lectura. Italian students were tested with teacher-developed examinations which were not given on a pre- and post-test basis. The small number of students tested, nevertheless, achieved averages of 75% and over, thus surpassing the program criterion level (that 60% of the students enrolled would pass final examinations in the content areas).

In mathematics, achievement of Hispanic students on final examinations ranged from 45% passing to 82.6%. In the Fall term, all groups tested met the criterion level. In the Spring, only the 11th graders exceeded the 60% passing rate. All of the Italian students reported passed their mathematics examinations.

The percentage of Spanish speaking students demonstrating mastery on teacher-made exams in science ranged from 51% to over 90%. All of the

Hispanic students tested showed mastery rates which significantly exceeded the stated objective, with the exception of 9th graders in the Spring term. Those in the Fall term, although falling below the 60% level, did achieve an average of almost 57%. Of the small numbers of Italian students reported as having taken examinations in science, only one failed. On the whole, the bilingual students at Theodore Roosevelt may be said to have met the criterion for success in science courses.

In social studies, all groups of Spanish speaking students came close to or exceeded the 60% passing rate; all of the Italian students also passed examinations in this area. This performance, on the average, exceeds the program-set criterion in social studies achievement.

The attendance data for the combined groups of Italians and Hispanics revealed average attendance rates which exceeded the school-wide average at very high levels of statistical significance.

Recommendations.

1. Examination of the outcomes of the Oral Language Ability Rating Scale and a review of the scale itself suggest that the continued use of the scale be reconsidered. Given the highly subjective nature of the scale categories and the fact that movement from one level to another may take widely varying amounts of time, the instrument itself is subject to question. For many individuals, improvement from levels C (3) or B (2) may not be possible (that is, one may never lose one's "accent," regardless of one's overall knowledge of a language). As this may be the case, the objective of improvement of one scale level is not a realistic one for some students. If use of the scale is continued,

it is recommended at least that the objective for growth be revised to reflect the different levels of initial proficiency of program students, with higher rates of mastery expected at the lower levels of the scale.

2. There is a fairly general tendency for the performance of 9th graders in the content areas to be lower than that of 10th or 11th grade students. As the higher performance and smaller numbers of upper grade students is probably attributable to student attrition after the 9th grade, it is recommended that counseling and instructional efforts be focussed on the 9th grade group, both to retain students who may be prone to "dropping out," and to raise their academic performance.

3. Twenty-five percent of the native English speakers at Roosevelt are taking Spanish, Italian or French as a foreign language. It is anticipated that by 1981 or 1982 there will be a foreign language requirement at the high school level. These students learning a foreign language and the ESL students who are native speakers of Spanish and Italian could work together on projects or help each other as tutors towards recognizing, developing and demonstrating each other's strengths.

4. Articulation meetings with the feeder schools should be continued. The agenda might be expanded to permit the junior high and intermediate school staffs to describe their programs to the Roosevelt staff. The high school bilingual program students and staff could meet with the bilingual classroom teachers and students from the

feeder schools and exchange information. Some students have had negative experiences in the feeder schools with bilingual programs and are reluctant to enter a high school bilingual program. Better articulation could insure more correct placement of students.

5. There is a need, in addition to the summative evaluation, to incorporate formative evaluation procedures into the yearly evaluation process, to show and document ongoing activities, provide feedback and timely results of pre-testing which may lead to program improvements.

6. There appears to be a need for a teacher trainer. This is corroborated by the inclusion of such a staff position in the 1980-81 SUCCESS proposal.

7. The student folder kept for each participant in the program should be expanded to include such student information as length of time in the United States, years of education prior to and in the United States (prior to the program), ages of other children in the family (for example). This would help to better identify the characteristics and needs of the students served, and would aid in course planning and the development of student programs.

APPENDICES

APPENDIX A

Rating Oral Language Ability

Oral Language Ability Rating Scale, New York City

Scale for Rating Pupil's Ability to Speak English

Enter for each pupil the letter A, B, C, D, E, F corresponding to his estimated ability to speak English in the classroom, defined as follows:

A -- Speaks English, for his age level, like a native - with no foreign accent or hesitancy due to interference of a foreign language.

B -- Speaks English with a foreign accent, but otherwise approximates the fluency of a native speaker of like age level. Does not hesitate because he must search for English words and language forms.

C -- Can speak English well enough for most situations met by typical native pupils of like age, but still must make a conscious effort to avoid the language forms of some foreign language. Depends, in part, upon translation of words and expressions from the foreign language into English, and therefore speaks hesitantly upon occasion.

D -- Speaks English in more than a few stereotyped situations but speaks it haltingly at all times.

E -- Speaks English only in those stereotyped situations for which he has learned a few useful words and expressions.

F -- Speaks no English.

The expected outcomes listed for each grade in this handbook can serve as a guide for evaluating achievement and relating them to the above scale. This is particularly significant for the C, B, and A designations that use as a comparison typical native pupils of like age.

~BILINGUAL PROGRAM~
of
THEODORE ROOSEVELT HIGH SCHOOL

~NOTICIAS~
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Rosa M. Jimenez
Art
Nelson Ortiz
Photography
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Edwin Cáceres

OUR PLANS FOR THE FUTURE

Dear Parents,

As the new Bilingual Coordinator, I would like this opportunity to share with you some of our plans for September.

At the present time we are in the process of writing a new proposal for federal assistance under Title VII. If the proposal is approved, we will be offering not only an academic bilingual program but also a High School Equivalency Program and a College-Career Orientation Program. We hope that these programs will open other roads for our youngsters, such as, colleges, vocational centers and/or job opportunities.

All of the above will not be possible without your support and the cooperation of the community. Therefore, I will be looking forward to working with you in order to provide your children with the best educational opportunities.

I hope you and your children have a pleasant summer vacation.

Sincerely,
C. Miranda
Coordinator
Bilingual Program

NUESTROS PLANES PARA EL FUTURO

Queridos Padres,

Quisiera tomar esta oportunidad para compartir con ustedes algunos de nuestros planes para septiembre.

Precisamente estamos escribiendo una nueva propuesta para solicitar asistencia federal bajo el Título VII. Si la propuesta es aprobada, ofreceremos no solamente un programa académico bilingüe sino un programa de preparación para el diploma de equivalencia de escuela superior y un programa de orientación universitaria y sobre carreras. Esperamos que estos programas les abran el camino hacia otros senderos, tales como universidades, centros vocacionales y oportunidades de empleos.

Todo esto no podrá ser posible sin el apoyo suyo y la cooperación de la comunidad. Por lo tanto, espero poder trabajar con ustedes para ofrecerles a sus hijos las mejores oportunidades educativas.

Espero que pasen todos unas felices vacaciones.

Cordialmente,
C. Miranda
Coordinadora
Programa Bilingüe

EL PROGRAMA BILINGÜE

THE BILINGUAL PROGRAM

When I graduated from JHS 45, I decided to come to Theodore Roosevelt High School because of what some friends had told me about the bilingual program at Theodore Roosevelt. I think it is an opportunity that everyone who qualifies should take advantage of. I have been in the program for a year and I am very happy to have made this decision.

The bilingual teacher, Mrs. Perretta, is very concerned about the students. She works very hard to help anyone who needs help. Whenever I have a problem she is always there for me to speak to. I often meet her outside in the Belmont Community. Mrs. Perretta has taken us on several trips. We have also had several activities in school during Italian Culture Week and the Annual Show on Friday May 23. We are very glad she is our teacher.

I think that anyone who comes to this program will be very happy and will receive a good education.

Angela Di Nardo
4L41

¿ PROGRAMA BILINGÜE?

¿Programa Bilingüe? Esta es una de las expresiones que el estudiante bilingüe oye más de sus compañeros y maestros no bilingües. Muchos estudiantes se sienten avergonzados de decir: "Estoy en el programa bilingüe." Esto no debe de pasar. Debemos de sentirnos orgullosos al decirlo debido a que adquirimos la habilidad de por lo menos escribir y hablar en dos idiomas, aprender de dos culturas y desarrollar nuestras habilidades en los dos idiomas (español e inglés).

Agradezco mucho al programa bilingüe la oportunidad que me ha dado de desarrollar mis habilidades en español y en inglés. Gracias a este magnífico programa he podido adaptarme gradualmente al sistema americano.

Kuojueng Fung
6L42

RESPUESTA AL PROBLEMA PRESENTADO EN LA PAGINA 14 ($100,000.00)

KUOJUENG FUNG
5L42

A LA DIRECCION DEL PROGRAMA NOCTURNO DE INGLES COMO SEGUNDA LENGUA AUSPICIADO POR EL PROGRAMA BILINGUE DE LA ESCUELA THEODORE ROOSEVELT.

Quiero darles las gracias por la oportunidad que me han brindado de estudiar inglés sin ninguna remuneración de mi parte. Este es un programa sumamente importante y fuera aún más provechoso si en vez de dos días de clases fueran tres o la semana completa.

Estoy aprendiendo un nuevo idioma y se lo agradezco al Programa Bilingüe.

Sinceramente y muy agradecida los saluda,

Daisy Mata
Clase nocturna
de Inglés

Muy agradecida por lo mucho que estoy aprendiendo en este centro de estudios. Quiero darles las más sinceras gracias y al mismo tiempo pedirles que si es posible nos aumenten las horas de clases. Estas clases son de mucho interés para los que no sabemos inglés, pues aprendiendo esta lengua podremos desenvolvernos mejor en el futuro.

Con mucho respeto les saluda atentamente,

Minerva Peralta
Clase nocturna
de Inglés

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